

# CURRICULUM

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OKLAHOMA  
CareerTech

**Kindergarten  
and  
4<sup>th</sup> Grade**



# Pre Lesson-Materials.

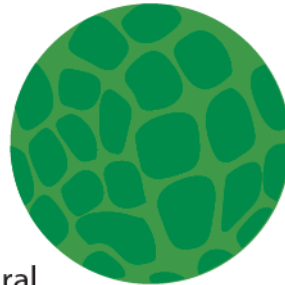
# 11X17 Poster



## What Do People Do at Work?

### Planet R Realistic Planet

*The Doers*  
Develop manual, mechanical, agricultural and/or electrical skills.



### Planet C Conventional Planet

*The Organizers*  
Develop organizational, clerical and arithmetical skills.



*career*tech



### Planet I Investigative Planet

*The Thinkers*  
Develop math and science ability.



*Your guide is  
Gazer the Star*



### Planet A Artistic Planet

*The Creators*  
Develop skills in language, art, music and drama.



### Planet S Social Planet

*The Helpers*  
Develop ability to work with people.

### Planet E Enterprising Planet

*The Persuaders*  
Develop leadership ability, persuasiveness and other important people skills.





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**Planet C**  
**Conventional Planet**

*The Organizers*  
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... other important people skills.

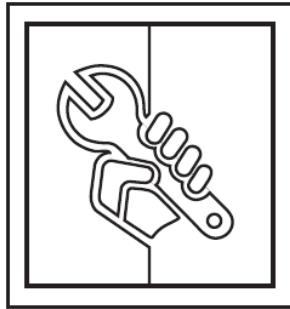




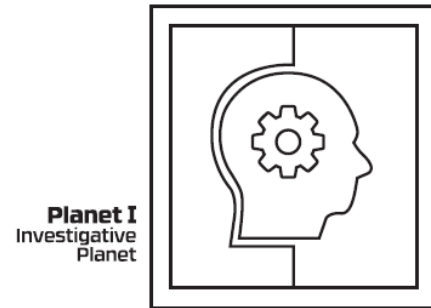
# Pre Lesson-Materials.

# Optional worksheet

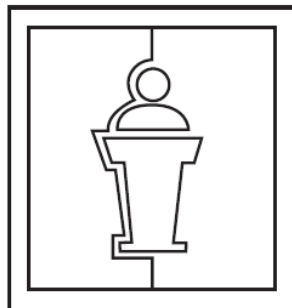
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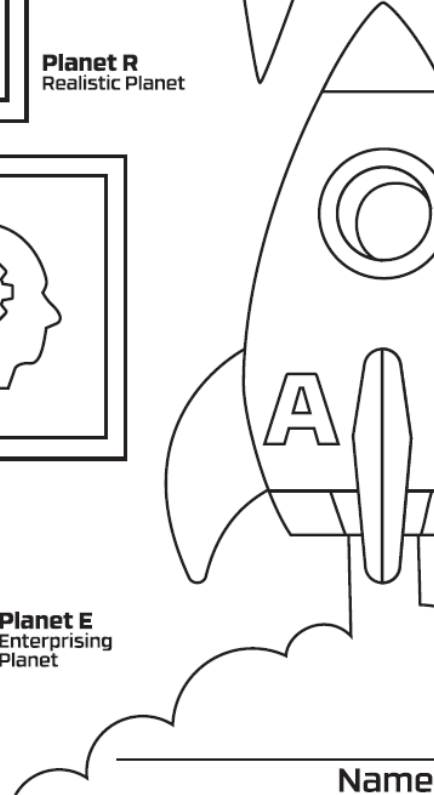
**Planet R**  
Realistic Planet



**Planet I**  
Investigative Planet



**Planet E**  
Enterprising Planet



Name \_\_\_\_\_



**Gazer the Star**  
(Level K)

The Big Question for Level K: *What do people do at work?*

## The Big Adventure of Level K

environments for the purposes of learning and exploration.

As students progress through the six planets that introduce concepts from John Holland's theory, they will also encounter work concepts that fit within the structure of generalized work activities: gathering information, evaluating information, data processing, performing physical work activities, performing complex and technical work activities, communicating, interacting, and administering. As your child learns more about the focus for each of the six planets, talk about your own work place and the kinds of activities that are done there.

- In what ways do you and your co-workers gather information needed to do your job?

- What mental processes, such as evaluating information or making decisions, are among the activities that occur?
- How is work output expressed?
- Do people physically move items as part of their job roles or perform other manual work?
- Do people engage in technical or complex activities?
- How are the activities of communicating, interacting, coordinating and administering present in your job?

At the K level, you might also talk about what other family members or neighbors do in their work and look at ways their work activities may be similar to or different from yours.

## Student Learning Objectives for Level K

After completing Level K, students will be able to . . .

- Describe the work of someone known to the student.
- Name two work activities that might relate to a specific job.
- Name types of activities that are liked and not liked.
- Recognize the work environments (planets) that might relate best to a parent's job.
- Name a work environment (planet) having work activities they might enjoy.
- Name three jobs that the student would like to learn more about.





# Lesson Plans

## What do people do at Work

|  |   |   |
|--|---|---|
|  |   | Can show the occupation cards and ask what they do for work and what they create at work.<br>Ask what things they do that might not be considered work.<br><b>The I statement:</b> Have them name an activity that they do not like to do. This can be done in conjunction with occupation cards or slides.<br>At the end, students will color the star and take home the badge sheet.<br>Send home the A planet badge sheet along with the parent suggestions for supporting the child's learning. |
|  | Support, Modifications and Extensions: Support learning for all students. | Make sure the program is reading to the students.   |

### Materials and Resources—What do you need to assemble and prepare before the lesson?

Color Sheet  
Teacher Aid 2 Sheet  
Big Question and Learning Objectives.  
Kindergarten I Statements and Questions from Planet A  
21st Century Skills Sheet  
Kindergarten Occupation Cards: Personal Care and Services, Hairdresser and Photographer  
Vocabulary Sheet

### Reflection—Did the students learn the content outlined in the lesson focus? How do you know they did or did not learn?

## What do people do at Work

### Kindergarten Planet A Theme: Communicate

[Galaxy]

[40-45 minutes]

[Date]

| Content Focus<br>Describe what the students will learn. |                                    |  |
|---|------------------------------------|--|
| TECHNICAL   | ACADEMIC                           | 21ST CENTURY SKILLS                            |
| What do people do at work?<br>Hand-eye coordination     | Listening<br>Reading<br>Responding | Collaboration<br>Communication<br>Productivity |

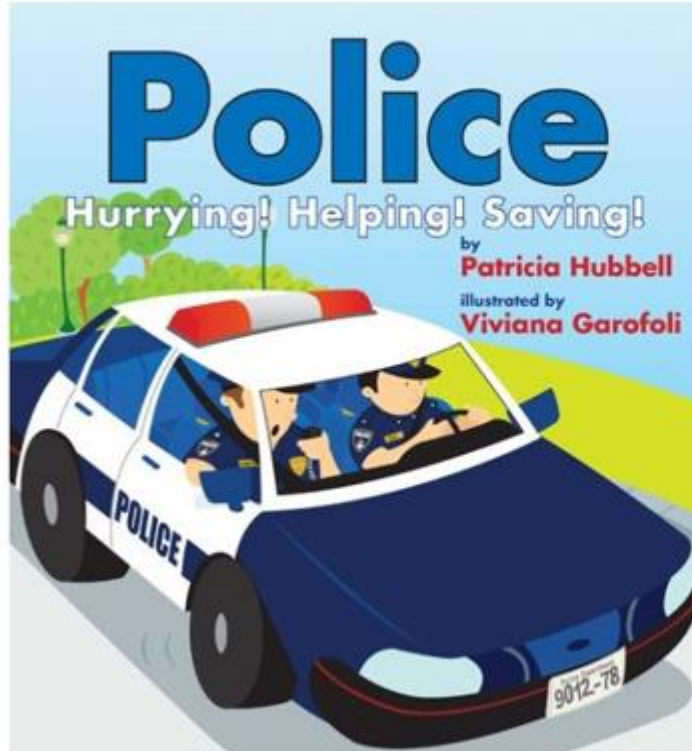
| 6E Lesson Outline<br>Describe what learning activities the student will do |  |  |
|--|--|--|
| E  | SEQUENCE   | DESCRIPTION OF LEARNING ACTIVITY   |
| n  | Get Started / Engage: Focus on the class and the lesson topic.             | Show students the Teacher Aid K sheet describing the big question and what they will be doing as they follow Gazer the Star to Planet A. Ask if any remember who their guide was last year and if they remember being on Galaxy last year.   |
|  | Discover / Explain: Provide new information or demonstrate a skill.        | Talk about the planet they will encounter, <u>A</u> artistic. Using the computer, they will watch a video, work at an activity and answer questions.<br>Discuss the vocabulary they will encounter in this lesson. Show them their color sheets and the badges they will be earning on completion. Write their names by the astronaut.   |
| in   | Exploration: Provide opportunities to practice independently or in groups. | <b>Option 1:</b> If you have computers for all students: Log on to computer and start program; follow program until end of video. You can stop here and discuss or go on to activity. You can also go through questions as a group or let them answer questions with the program.<br><b>Option 2:</b> Using only the teacher computer and projector: <u>This options</u> allows a group to watch videos together and would allow students, one at a time, to do parts of the drag-and-drop game [game can be repeated until all have a chance to practice]. The questions would be more of a discussion. Don't be afraid of answering wrong; it will tell you the correct answer, and that can be another discussion.<br>At the end, have them color the A planet badge sheet. |
| in   | Check for Understanding / Elaboration: Monitor what is being learned.      | Have them talk about videos with partners.<br>Have them talk about game with partners.<br>Have them talk about questions after finished.   |
| in   | Close / Evaluation: Summarize, check and answer questions.                 | Can do group evaluation of asking the questions again and finding out about your students' likes and dislikes for future lessons.<br>Might make a chart to capture info.   |





# Reading List Found with Lessons Plans

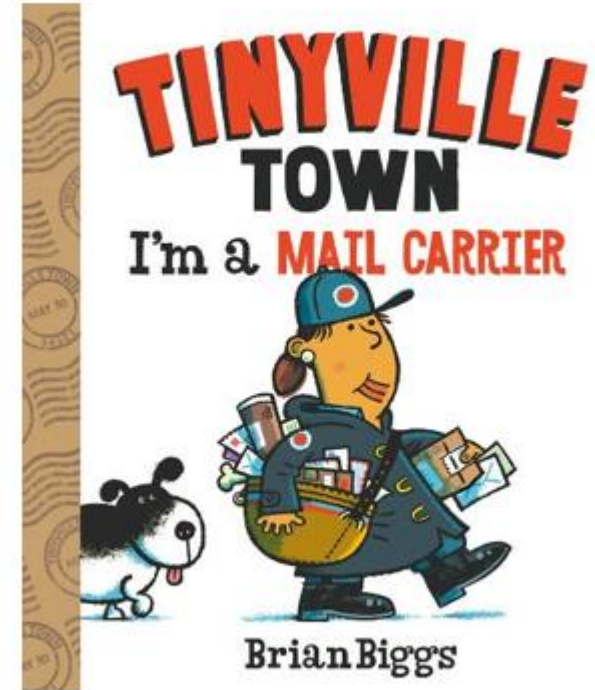
## Police: Hurrying! Helping! Saving! I'm a Mail Carrier



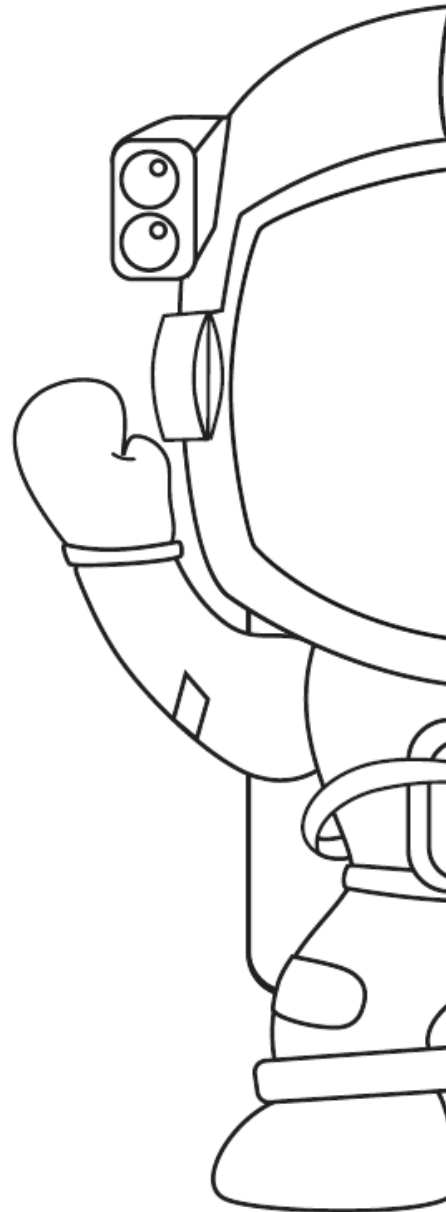
For Ages 3-6



For Ages 3-6



For Ages 2-8



## Planet E, The Enterprising Planet

On Planet E, the enterprising planet, students learn about the persuaders. These are workers who work with people to attain common goals or economic gain. You might recognize a few of them as motivators or marketers. Persuaders often occupy leadership roles and are typically ambitious, extroverted and resourceful.

The game on Planet E introduces takes place at the Star Ball Stadium. Here, the coach for Gazer Star Ball Team is motivating and persuading the players to work together as a team. The coach provides players with instructions and encouragement to help them achieve their goal of winning the game. The activity presents several enterprising actions. Responses provide an indication of interest in activities that represent Planet E's work environment.

Here are suggestions for supporting your child's learning:

- Ask:** Have you ever tried convincing me to do something for you? (Examples might include attempts to persuade you to purchase a piece of candy or a new toy or to postpone bedtime.) What words did you use to try to persuade me? Do you remember a time that I tried to persuade you? What words did I use to persuade you? Was there a common goal or purpose that might explain my reasons for trying to persuade you?
- Do:** Look through print or online advertising that targets toys for children. Talk to your child about how the advertisers make the ad appealing and successfully persuades people to purchase the toy. Visit a local grocery, bakery or cafe. Ask a worker at the counter for a snack recommendation as well as the reason for that recommendation. After purchasing the snack (or not), talk with your child about the ways in which the worker was persuasive (or not).

Name \_\_\_\_\_

# Occupations Cards



## Cooks, Restaurant

Prepare, season and cook dishes such as soups, meats, vegetables or desserts in restaurants. May order supplies, keep records and accounts, price items on menu or plan menu.

- Prepare and cook food for patrons.
- Inspect food preparation and serving areas to make sure they are clean and safe.
- Turn and stir food to ensure even cooking.
- Observe and test foods to make sure they are fully cooked.
- Weigh, measure and mix ingredients according to recipes.
- Arrange food to serve to patrons.
- Regulate temperatures of ovens, broilers, grills and roasters.
- Bake, roast, broil and steam meats, fish, vegetables and other food.

### Quick Facts

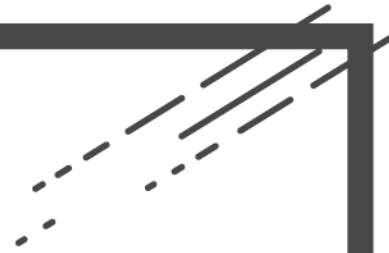
**National Annual Salary Range** \$18,810-\$36,440  
**Entry-Level Education** No formal educational credential  
**Number of Jobs in 2016** 1,231,900  
**Expected Job Openings (2016-2026)** 195,300  
**National Outlook (2016-2026)** 11.8% increase







# Occupations PowerPoint



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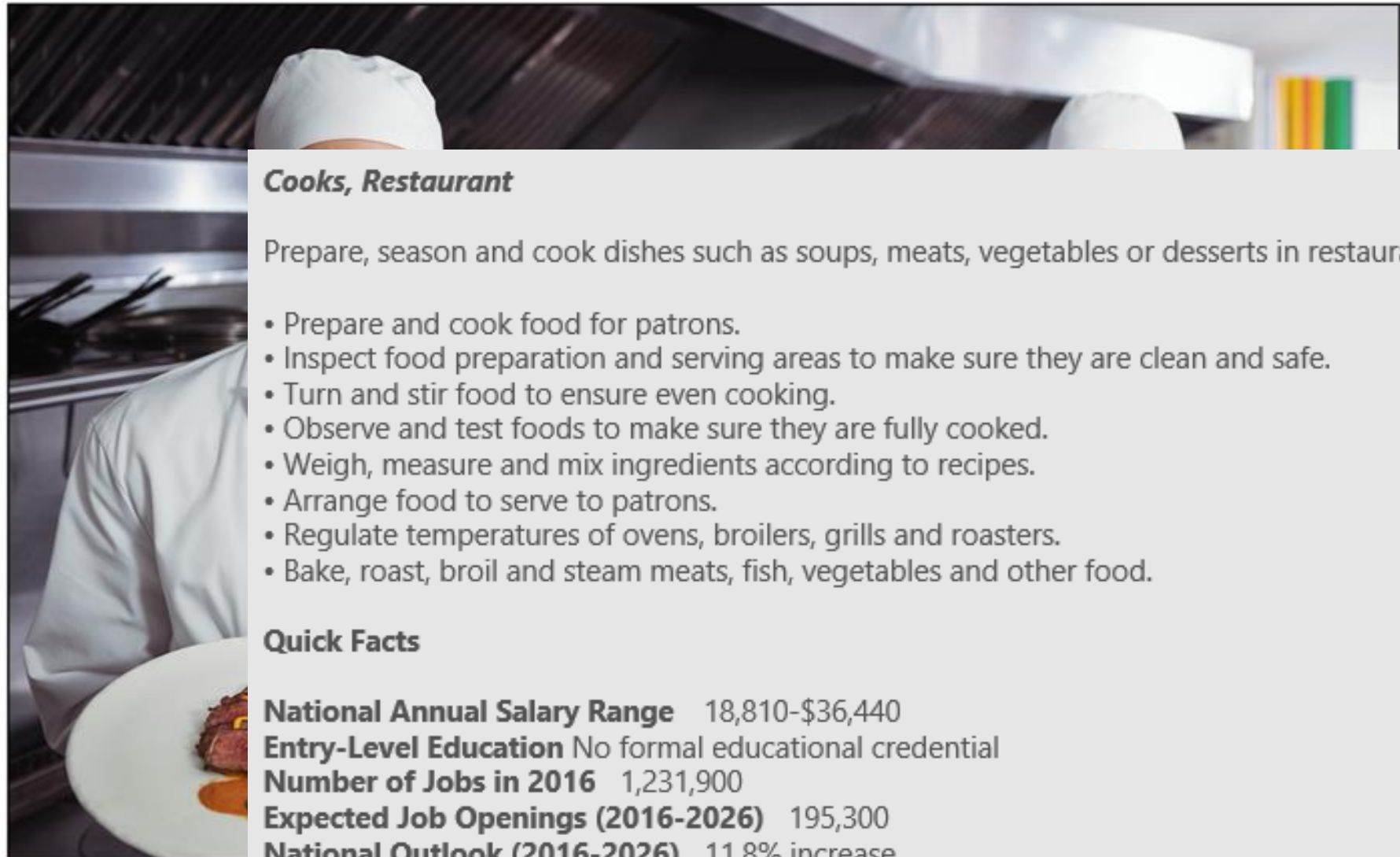


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## Kindergarten Games

### Planet R questions

R planet

1. Pick the four healthy foods for today's lunch menu. Using mouse the part to fix the Ferris wheel.

I Planet

### "I" Statements



1. Rice



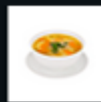
2. Peas



3. Carrots



4. Candy



5. Soup

Completed ☐

I can describe the work of someone I know.

Notes

Completed ☐

I can provide two (2) examples of work activities for a specific job.

Notes

Completed ☐

I can name activities that I don't like to do.

Notes

Completed ☐

I can name the jobs that my parents or family members do.

Notes

Completed ☐

I can name a Galaxy planet that has work activities I would like to try.

Notes

Completed ☐

I can provide three (3) examples of jobs that I would like to learn more about.

Notes

1. Thinking  
2. Experiment  
3. Research  
4. Planning  
5. Evaluating

a. [simple machine](#): any of six or more simple machines: lever, pulley, screw, wedge and axle.

Plan

Organizing books in a Library from A to Z. Using mouse drag and drop books to their correct spots on the shelves.


1. **Thinking**: the action of using one's mind to find answers.
2. **Experiment**: a test, trial or tentative procedure for discovering something unknown.
3. **Research**: a process of steps used to collect and analyze information to increase our understanding of a topic or issue. It involves a lot of reading.

# Plan

## Game info

## Questions and "I" Statements





# Additional sup

## Oklahoma Academic Standards for Kindergarten

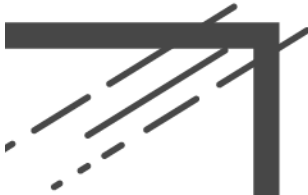



### Oklahoma Academic Standards for Kindergarten

If students complete all six planets for Kindergarten and the accompanying lessons, they will have covered the following Oklahoma Academic Standards.

#### English Language Arts

#### Kindergarten

1. **Standard 1: Speaking and Listening** - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.
    - **Reading:** Students will develop and apply effective communication skills through speaking and active listening.
      - **K.1.R.1** Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.
      - **K.1.R.2.** Students will begin to ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.
      - **K.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.
      - **K.1.R.4** Students will follow one and two-step directions.
    - **Writing:** Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
      - **K.1.W.1** Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.
  2. **Standard 2: Reading Foundations** - Students will develop foundational skills for future reading success by working with sounds, letters, and text.
    - **Print Concepts:** Students will demonstrate their understanding of the organization and basic features of print, including book-handling skills and the understanding that printed materials provided information and tell stories.
      - **K.2.PC.1** Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.
      - **K.2.PC.2** Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.
  3. **Standard 2: Reading and Writing Process** - Students will use a variety of recursive reading and writing processes.
- 
- 





# Addi

## What are 21st cent

The 21st century skills are a set of abilities for 21st Century Skills lists three types:

### Learning Skills

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

### Literacy Skills

- Information Literacy
- Media Literacy
- Technology Literacy

### Life Skills

- Flexibility
- Initiative
- Social Skills
- Productivity
- Leadership





Ad

Holland

# WORK ENVIRONMENTS

From John Holland's Theory of Vocational Choice



① Go to [galaxy.kuder.com](https://galaxy.kuder.com).

② Use this email address:

③ Type in this password:



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② Use this email address:

③ Type in this password:

## REALISTIC *The "Doers"*

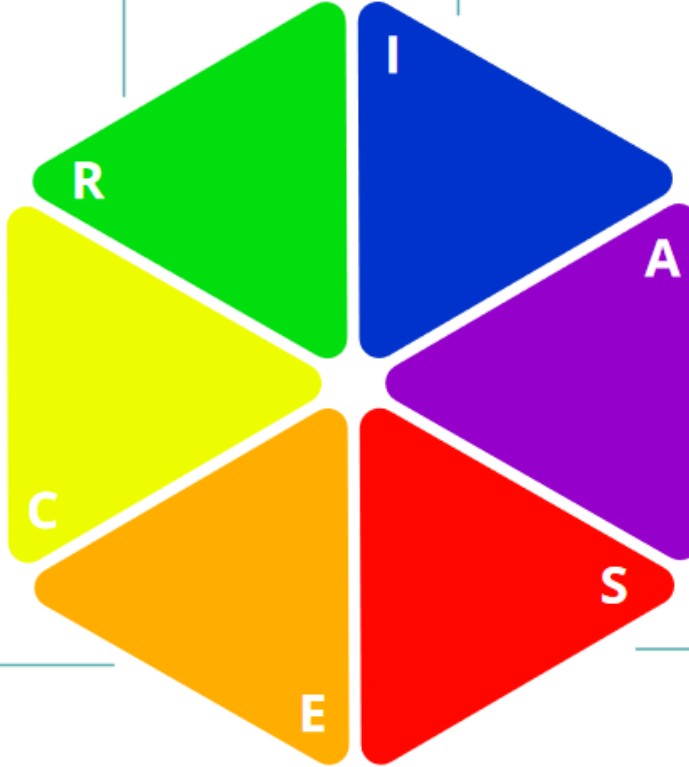
- Likes to work with tools, objects, machines, or animals.
- Develops manual, mechanical, agricultural, and/or electrical skills.
- Prefers occupations that involve building or repairing things.
- Tends to be down-to-earth and practical.
- Gains satisfaction from seeing a tangible job completed.

## CONVENTIONAL *The "Organizers"*

- Likes activities that permit organization of information or things.
- Develops organizational, clerical, and arithmetical skills.
- Prefers occupations involving record keeping, mathematical, keyboarding, or computer operation.
- Tends to be responsible, dependable, and detail-oriented.
- Gains satisfaction by organizing activities so that they function smoothly.

## ENTERPRISING *The "Persuaders"*

- Likes activities that permit leading or influencing other people.
- Develops leadership ability, persuasiveness, and other important "people" skills.
- Prefers occupations involving sale of products or management of people.
- Tends to be ambitious, outgoing, energetic, and self-confident.
- Works with people for the purpose of selling them a product or managing them.



## INVESTIGATIVE *The "Thinkers"*

- Likes activities involving the biological and physical sciences.
- Develops math and science ability.
- Prefers occupations in scientific and medical fields.
- Tends to be curious, studious, and independent.
- Likes and has the ability to develop new ways of doing things.

## ARTISTIC *The "Creators"*

- Likes creative activities free from routine.
- Develops skills in language, art, music, and drama.
- Prefers occupations using creative talents.
- Tends to be creative and free thinking.
- Tends to avoid activities that require a schedule or conformity.

## SOCIAL *The "Helpers"*

- Likes activities that involve informing, teaching, and helping others.
- Develops ability to work with people.
- Prefers jobs such as teaching, nursing, and counseling.
- Tends to be helpful and friendly.
- Gains satisfaction from helping others.





Questions thus far

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**kuder**galaxy®



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**4<sup>th</sup> Grade**



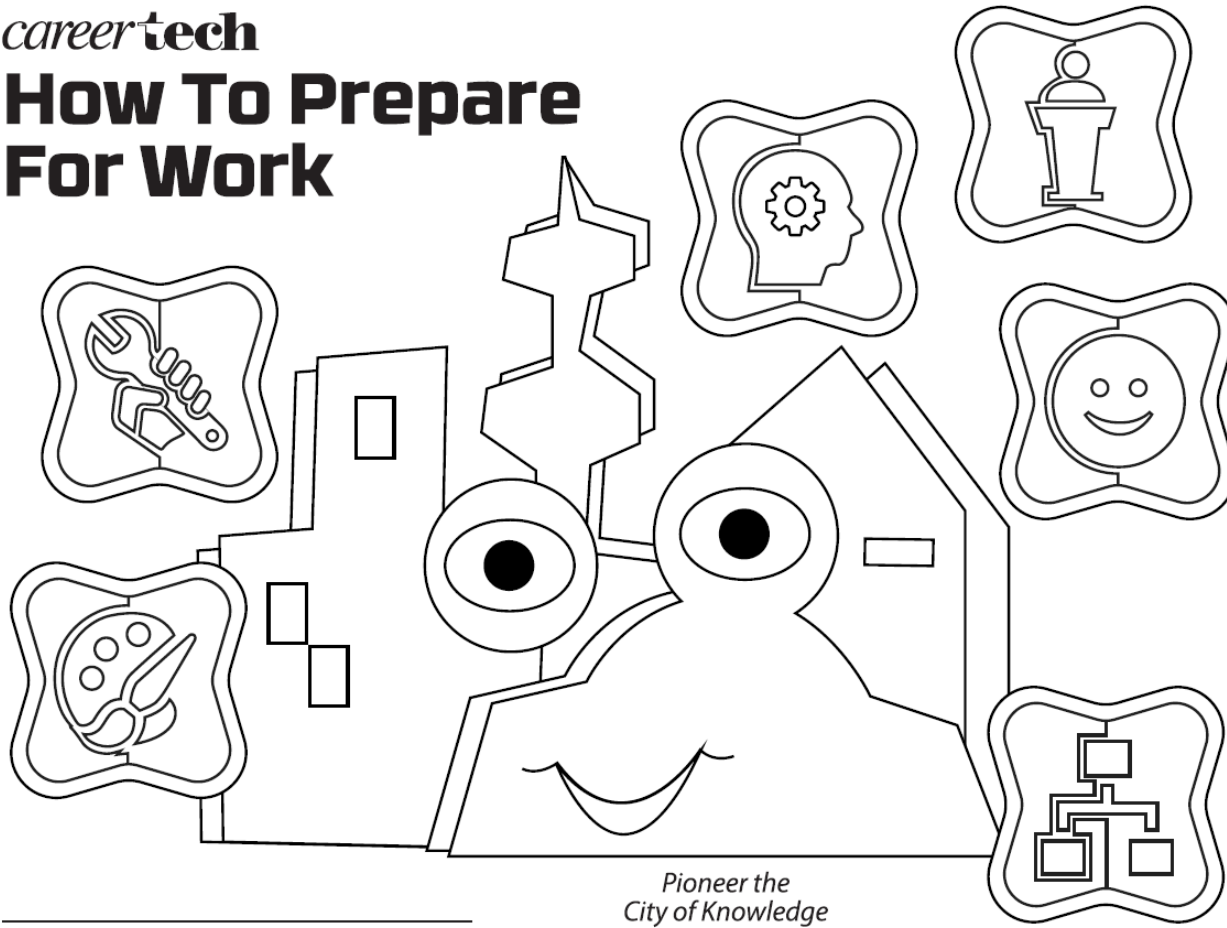




# Pre Lesson-Materials.

**How**  
career tech

## How To Prepare For Work



Pioneer the  
City of Knowledge

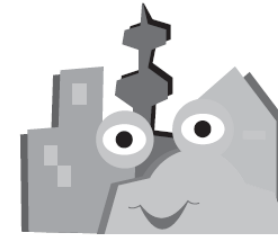
Kuder Galaxy®

Name \_\_\_\_\_

THE ORG.  
Gain satisfi  
activities so

# develop new ways of doing things.

# 11X17 Poster, PP, WS



**Pioneer the City of Knowledge**  
(Level 4)

**The Big Question for Level 4:**  
*What kinds of training and education  
prepare people for work?*

### The Big Adventure of Level 4

High school might seem like the distant future to your child, but Pioneer, the commander of the Level 4 Base Camp, wants students to look even beyond that. Pioneer sends students on six missions to discover different kinds of training and education that prepare people for work: apprenticeships; advanced degrees; associate degrees; certificates and specialized career credentials; bachelor's degrees; and technical training. Each planetary mission

at level 4 focuses on one type of training or level of education. Your child will see, though, that each planet (or work environment) includes a range of careers that require the full array of these types of training and education. Pioneer's missions encourage children to begin thinking about how career and educational choices can affect each other.

### Student Learning Objectives for Level 4

*After completing Level 4, students will be able to do the following:*

- Name and describe six different kinds of training and education: apprenticeships; advanced degrees; associate degrees; certificates and specialized career credentials; bachelor's degrees; and technical training.
- Identify the kinds of programs or institutions that offer particular types of training and education.
- Explain how different kinds of career training and levels of education prepare people for different types of occupations.
- Describe a range of career training programs and education pathways.
- Apply essential workplace skills and habits to daily activities.
- Explain how student attitudes and work habits transfer from school to the workplace.
- Describe how personal interests and abilities relate to lifelong learning, such as earning certificates and specialized credentials.
- Explain that some training programs and education options cost more than others.
- Identify additional occupations that are typical of each of the six Holland work environments.



## Pre-Launch Lesson Plan

### GRADE 4, PLANET E | SCHOOL SKILLS VS. COLLEGE AND CAREER SKILLS

#### Objectives

- Students can explain how student attitudes and work habits transfer from school to the workplace.
- Students can describe a range of career training programs and education pathways.
- Students can name and describe six different kinds of training and education: apprenticeships, advanced degrees, associate's degrees, certificates and specialized career credentials, bachelor's degrees, and technical training.

#### Preparation & Materials Needed

- Copies of the *School Skills vs. College and Career Skills* worksheet for each student.
- Chalkboard/whiteboard and markers plus crayons if desired.

#### Lesson Plan

Total Time: 8-14 minutes

##### INTRODUCTION

2-3 Minutes

Introduce this pre-launch lesson to Planet E by asking students if they can recall examples of enterprising careers from previous lessons. Gather from students or share that enterprising occupations on Planet E typically include careers related to business, leadership, finance, accounting, marketing, or management.

Share that many of these occupations require individuals to have a degree from a four-year college or university. The name of a four-year degree is a bachelor's degree.

Explain that a bachelor's degree is the most common college degree because so many occupations require it. Almost every college or university with a four-year program offers bachelor's degrees. The two most common types of bachelor's degrees is Bachelor of Arts (B.A.), which usually involves taking extra courses to better learn a foreign language, and Bachelor of Science (B.S.), which typically means that person has taken extra math or science courses. Some other types of bachelor's degrees are Bachelor's of Business Administration (B.B.A.), Bachelor's of Fine Arts (B.F.A.), and Bachelor's of Science in Nursing (B.S.N.)

Share that while many high school graduates go directly to a four-year college to earn a bachelor's degree, some start by earning a certificate or an associate's Degree, then transfer to a four-year college or university to earn a bachelor's degree.



# ns

##### ACTIVITY

5-8 Minutes

Explain to students that even in elementary school, they are already learning many of the skills that will prepare them to be successful in college and specialized career programs — and they may not even know it.

Distribute to each student the *School Skills vs. College and Career Skills* worksheet. Read the directions together and ask students individually to draw a line between any "School Skills" on the left side of the worksheet that they feel are also "College and Career Skills" that are needed to be successful in the future.

Ask students to share their results with another student and to discuss where they have similar opinions. Process student answers with the entire class. Relay that many of the same skills they are practicing and using to be successful in elementary school are the same skills needed to be successful in college and a career. Share that good habits and attitudes – in addition to skills – can also help them be successful in the future.

If time allows, ask students if they can think of additional school skills, attitudes or habits that might help them be successful in the future.

##### CONCLUSION

1-2 Minutes

Tell students that their pre-launch work has prepared them well for their upcoming visit to Planet E.



## What kinds of training and education prepare people for work?

### Grade 4 Planet E Theme: Bachelor's Degrees

[Galaxy]

[40-45 minutes]

[Date]

| Content Focus<br>Describe what the students will learn.                                |  |   |
|--|--|---|
| TECHNICAL  | ACADEMIC   | 21ST CENTURY SKILLS   |
| What kinds of training and education prepare people for work?<br>Hand-eye coordination | Listening<br>Reading<br>Responding   | Collaboration<br>Communication<br>Productivity  |
| 6E Lesson Outline<br>Describe what learning activities the student will do.            |  |   |
| TIME   | SEQUENCE   | DESCRIPTION OF LEARNING ACTIVITY  |
| 5 min  | Get Started / Engage: Focus on the class and the lesson topic.             | Show students the Teacher Aid 4 sheet describing the big question and what they will be doing as they follow Pioneer the City of Knowledge to Planet E. What are the people called on this planet?  |
| 5-10 min   | Discover / Explain: Provide new information or demonstrate a skill.        | Talk about the planet they will encounter, <u>E enterprising</u> . Using the computer, they will watch a video, work at an activity and answer questions. They will also have a badge worksheet that will be used as they are on the <u>computer</u> they should pre-read the questions before they start.  |
| 10 min   | Exploration: Provide opportunities to practice independently or in groups. | <b>Option 1:</b> If you have computers for all students: Log on to computer and start program. Using the worksheet as their guide follow program until end of video. Can stop and answer questions, discuss or go on to activity. Questions will be throughout the planet experience. Can also go through questions as a group at the end or let them do independently.<br><b>Option 2:</b> Using only teacher computer and projector: The worksheet will be the guide. This option allows group to watch videos together and would allow students one at a time to do the game. The game can be repeated if needed. They would answer the questions on the worksheet. They could also discuss questions as a group.<br><b>Option 3:</b> Computers set up as a center: Using the worksheet as a guide, they can discuss questions but must answer individually. Have the students follow the Galaxy leader and answer questions as a team after video, <u>game</u> and questions at end. They will have to refer to the occupation cards as they answer the questions. The I statement will be a part of the worksheet. |

## What kinds of training and education prepare people for work?

|   |  | They will also have to use the occupation database at the end of the mission at the base station.<br>May want to upload worksheet or picture of worksheet to I statements. Have them check off the I statement on the computer.<br>At the end, have them color the E planet badge sheet.   |
|---|--|--|
| 10 min  | Check for Understanding / <b>Elaboration:</b> Monitor what is being learned.     | Have them talk about videos with partners.<br>Have them talk about game with partners.<br>Have them talk about questions after finished. Fill out questions on badge sheet.  |
| 10 min  | Close / <b>Evaluation:</b> Summarize, <u>check</u> and answer questions.         | Can do group evaluation of asking the questions again and finding out if students know which workers do which jobs. Can show the occupation card and ask what how each occupation was a helper.<br>Ask what things they do at home to be helpers.<br><b>The I statement:</b> Using the Galaxy Guide to Training and Education, they can answer the I statement on the worksheet. They can also <u>have a discussion</u> about the different educational paths. This can be done in conjunction with occupation cards or slides.<br>Can ask questions from the I statements and have them go in and write answers in the I statements.<br>At the end, students will color the badge and take home the badge sheet with parent helps on the back.<br>Send home the E planet badge sheet along with the parent suggestions for supporting their child's learning. |
|   | Support, Modifications and <b>Extensions:</b> Support learning for all students. | Make sure the program is reading to the students.  |
| Materials and Resources—What do you need to assemble and prepare before the lesson?   |  |  |
| Worksheet<br>Teacher Aid 4 Sheet<br>Big Question and Learning Objectives<br>Grade 4 I Statements and Questions from Planet E<br>21st Century Skills Sheet<br>Grade 4 Occupation Cards: Telemarketer, IT Project Manager, Public Relation Manager and Construction Manager<br>Holland Guide Poster<br>Galaxy Guide to Training and Education |  |  |
| Reflection—Did the students learn the content outlined in the lesson focus? How do you know they did or did not learn?  |  |  |
|   |  |  |

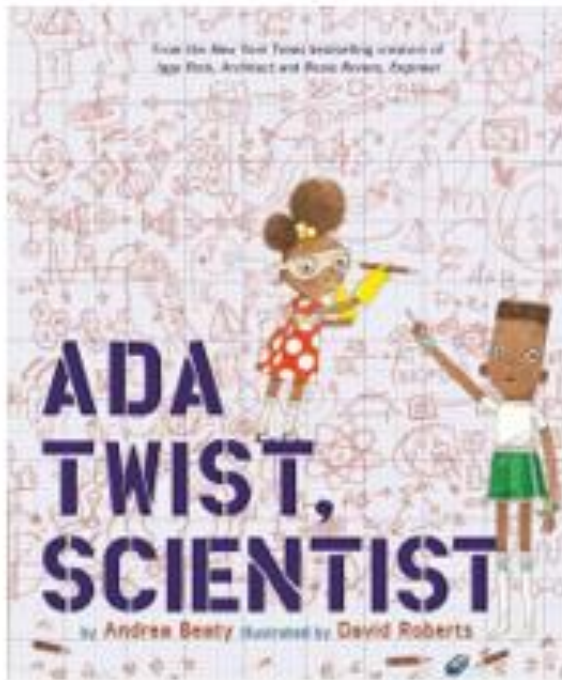




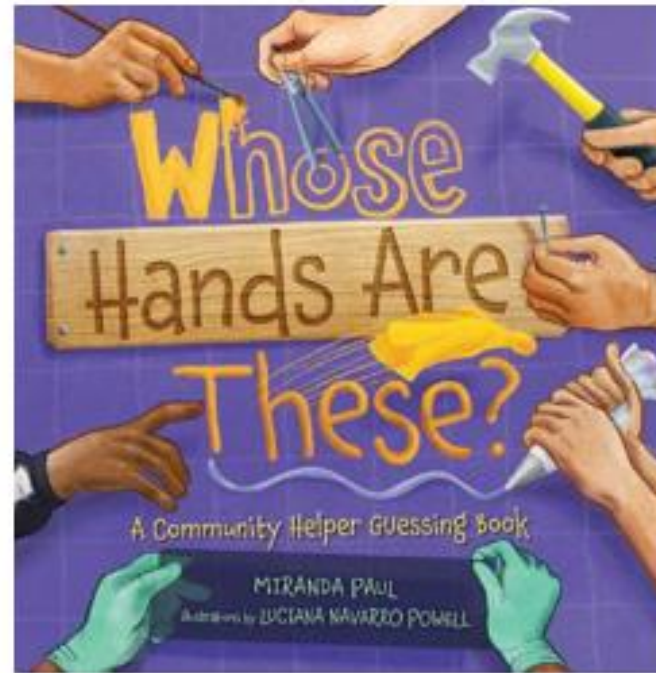
# Reading List

# Found with Lessons Plans

**Ada Twist, Scientist Whose Hands Are These? A Community Helper Guessing Book**



**For Ages 6-11**

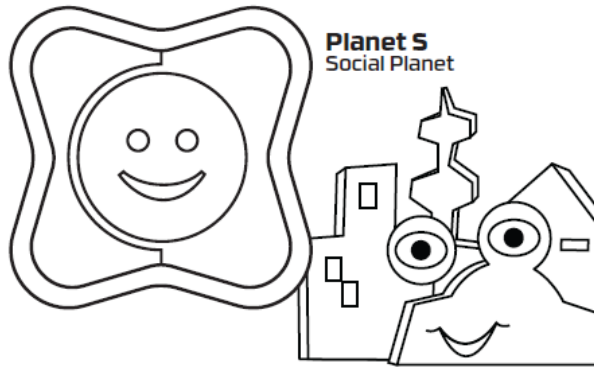


**For Ages 4-9**





# 4<sup>th</sup> grade Planet badge worksheets



Name \_\_\_\_\_

While you are in the Galaxy system of work, you are earning badges. Many companies and employers have started awarding badges to employees as they complete additional training to keep their skill date. Many times those badges can add up to a certificate or credential. Can you name the planets where you will be awarded badges?

R = \_\_\_\_\_ I = \_\_\_\_\_

A = \_\_\_\_\_ S = \_\_\_\_\_

E = \_\_\_\_\_ C = \_\_\_\_\_

Using the Occupation Card for a waiter and waitress fill in the information in the table below.

| Quick Facts                     | Value |
|---------------------------------|-------|
| National Annual Salary Range    |       |
| Entry-Level Education           |       |
| Number of Jobs in 2016          |       |
| Expected Job Openings 2016-2026 |       |
| National Outlook 2016-2026      |       |

## Planet S, The Social Planet

On Planet S, the social planet, students learn about certificates and credentials that can be earned from two-year and community colleges, professional organizations, corporations and some military service. Certificate and credential programs vary widely. They might be earned in a few days or a few weeks or as much as two years. They might help a person start a new career or develop new skills for use in a current job or career.

In the game on Planet S, students try out a helping career as they assist Solar Sam to deliver food quickly and correctly to waiting restaurant customers. Solar Sam is earning a restaurant management certificate and will soon be promoted, as long as the restaurant keeps its good customer ratings. In the Planet S activity, students learn about various helping careers by deciding if the given job descriptions are silly or spot-on.

Here are suggestions for supporting your child's learning:

**Ask:** Have you earned any certificates at school (or from another organization such as a library, club, park, community group, religious institution and so forth)? What did you do to earn the certificate? (These might be for reading, spelling, sports, completion of a program and so forth.) What does that certificate tell others about your skills or knowledge? Why might bosses want their employees to earn certificates or career credentials?

**Do:** If you have earned any certificates or career credentials talk with your child about that experience and its potential benefits. Does your employer or one you know encourage continuing education or professional development? Explain what that is and why it is important. Encourage your child to participate in short-term programs that might award certificates for completion such as a summer reading program at the library or swimming lessons or a wildlife or junior ranger program at a nearby park. Many of these programs are free. Talk with your child about how these short programs and activities complement what your child is learning in school.



## Wallpaper/Paperhangers Construction and Extraction

Cover interior walls or ceilings of rooms with decorative paper.

- Cover interior walls and ceilings of rooms with wallpaper.
- Remove old wallpaper using chemicals and scrapers.
- Clean and smooth surface to be wallpapered.
- Lay out and cut wallpaper pieces.
- Match wallpaper design to pieces already hung.
- Smooth hung pieces of paper to remove wrinkles and air bubbles.

### Quick Facts

**National Annual Salary Range** 25,630 To \$62,500  
**Entry-Level Education** No formal educational credential  
**Number of Jobs in 2016.** 5,700  
**Expected Job Openings (2016-2026)** 500  
**National Outlook (2016-2026)** 5.3% increase



# Combined PowerPoint

nd other vehicles. Master mechanics repair virtually any  
 re transmission system. Generally, service technicians work  
 ghted repair shops.  
 n much damage was done.  
 hat isn't functioning properly.  
 ehicles such as oil changes and tune-ups.  
 es to test for needed repair or upkeep.  
**Quick Facts**  
 ;26,10-\$65,430  
 idary non-degree award  
 1% increase

## How To Prepare For Work



**Planet R**  
Realistic Planet  
*The Doers*  
Gain satisfaction from seeing a tangible job completed.





## Vocabulary Grade 4

### Planet R

1. **Education:** the process of receiving or giving systematic instruction at a school or university.
2. **Training:** the action of teaching a person or animal to do something.
3. **Skill:** the ability to do something well; expertise.
4. **Apprenticeship:** a kind of job training that involves learning a trade on the job instead of in school.

### Planet I

1. **Undergraduate Degree:** (also called first degree) a degree for an academic degree typically offered at an institution of higher learning.
2. **Advanced Degree:** a postgraduate degree.
1. **Associate Degree:** an undergraduate degree between a high school diploma and a bachelor's degree.
1. **Certificate Program:** an educational program in a narrow subject area or technical field and academic areas.
2. **Specialized Career Credential:** a credential that is proof of an individual's specialized skills and knowledge in a specific field.
1. **Master's Degree:** a degree awarded after one or two years of study.
1. **Technical Training:** the process of learning to thoroughly perform the tasks of a specific technology applications, such as computer programming, specific as opposed to so-called liberal arts education.
2. **Advanced Diploma:** a diploma awarded on a desired field of study.

## Fourth Grade Games

### R planet

Working as a Plumbers apprentice you must choose the right tools to unclog the pipes. Press the arrow keys or the **WASD** keys to move around. To get to the next floor, while still in mid-air from your first jump, press the **SPACE** key. You can also use the **UP** arrow key to jump. Press the **DOWN** arrow key to land. Press the **LEFT** arrow key to turn left. Press the **RIGHT** arrow key to turn right. Press the **ENTER** key to make a statement.

### Grade 4 Questions and I Statements

I use folders to store important papers that need to go home to be signed and returned to school.

- ☐ Never
- ☐ Sometimes
- ☐ Always

### I planet

### Grade 4 Questions and I Statements

#### "I" Statements

I can describe how my interests relate to lifelong learning.

Notes

I can describe how my interests relate to lifelong learning.

Notes

I can explain why people get career training and different levels of education.

Notes

I can identify some occupations that are typical for different types of education and training.

Notes

I can identify the kinds of schools and places of training that offer different types of education.

Notes

I can name six (6) different types of training and education to gain knowledge and skills for work.

Notes

I can name three (3) workers and tell you how they learned what they do in their jobs.

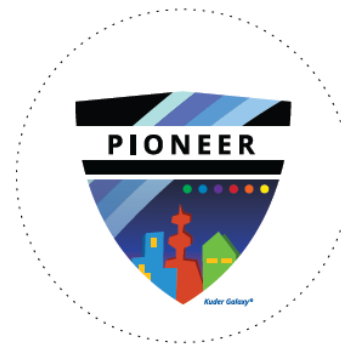
Notes

# Questions and "I" Statements Game

on







## Oklahoma Academic Standards for 4<sup>th</sup> Grade

planets for 4<sup>th</sup> Grade and the accompanying lessons, the following Oklahoma Academic Standards.

### English Language Arts

#### 4<sup>th</sup> Grade

**Speaking** - Students will speak and listen effectively in a variety of situations, including responses to reading and writing.

Students will develop and apply effective communication skills through speaking and listening.

Students will

Students will

clarify about information presented orally or through text or to confirm understanding.

Students will engage in collaborative discussions about appropriate topics, expressing their own ideas clearly in pairs, diverse groups, and settings.

Students will develop and apply effective communication skills through speaking and listening to create individual and group projects and presentations.

Students will report on a topic or text, tell a story, or recount an experience in writing and oral language, using appropriate facts and relevant, descriptive details, speaking in complete sentences at an appropriate pace.

**Foundational Skills** - Students will develop foundational skills for future learning, including phonics, word recognition, and fluency.

Students will demonstrate their understanding of the organization and structure of texts, including book-handling skills and the understanding that texts convey information and tell stories.

Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.

Students will use appropriate spacing for letters, words, and sentences.

# Mission Patches

3. **Standard 2: Reading and Writing Process** - Students will use a variety of recursive reading





# Additio

Holland

# WORK ENVIRONMENTS

From John Holland's Theory of Vocational Choice

 **kudergalaxy** Student Login

Ready for blastoff!

 kudergalaxy


1 Go to [galaxy.kuder.com](https://galaxy.kuder.com).

2 Use this email address:

3 Type in this password:

STUDENT

Ready for blastoff!

 kudergalaxy

1 Go to [galaxy.kuder.com](https://galaxy.kuder.com).

2 Use this email address:

3 Type in this password:

STUDENT

Ready for blastoff!

 kudergalaxy

1 Go to [galaxy.kuder.com](https://galaxy.kuder.com).

2 Use this email address:

3 Type in this password:

STUDENT

## REALISTIC

*The "Doers"*

- Likes to work with tools, objects, machines, or animals.
- Develops manual, mechanical, agricultural, and/or electrical skills.
- Prefers occupations that involve building or repairing things.
- Tends to be down-to-earth and practical.
- Gains satisfaction from seeing a tangible job completed.

## CONVENTIONAL

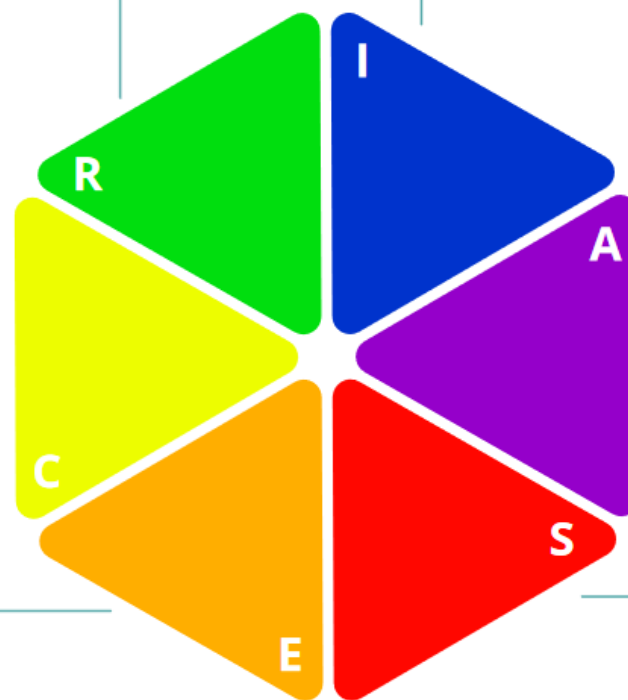
*The "Organizers"*

- Likes activities that permit organization of information or things.
- Develops organizational, clerical, and arithmetical skills.
- Prefers occupations involving record keeping, mathematical, keyboarding, or computer operation.
- Tends to be responsible, dependable, and detail-oriented.
- Gains satisfaction by organizing activities so that they function smoothly.

## ENTERPRISING

*The "Persuaders"*

- Likes activities that permit leading or influencing other people.
- Develops leadership ability, persuasiveness, and other important "people" skills.
- Prefers occupations involving sale of products or management of people.
- Tends to be ambitious, outgoing, energetic, and self-confident.
- Works with people for the purpose of selling them a product or managing them.



## INVESTIGATIVE

*The "Thinkers"*

- Likes activities involving the biological and physical sciences.
- Develops math and science ability.
- Prefers occupations in scientific and medical fields.
- Tends to be curious, studious, and independent.
- Likes and has the ability to develop new ways of doing things.

## ARTISTIC

*The "Creators"*

- Likes creative activities free from routine.
- Develops skills in language, art, music, and drama.
- Prefers occupations using creative talents.
- Tends to be creative and free thinking.
- Tends to avoid activities that require a schedule or conformity.

## SOCIAL

*The "Helpers"*

- Likes activities that involve informing, teaching, and helping others.
- Develops ability to work with people.
- Prefers jobs such as teaching, nursing, and counseling.
- Tends to be helpful and friendly.
- Gains satisfaction from helping others.

# Post-Launch Lesson

## 4E ACTIVITY | Bachelor's Degrees Checklist

## 4E ACTIVITY | Bachelor's Degrees Checklist

## ANSWER KEY

## Bachelor's Degree Checklist



### Post-Launch Lesson Plan

#### GRADE 4, PLANET E | BACHELOR'S DEGREES CHECKLIST

#### Objectives

- Students can explain how different kinds of education prepare people for different types of careers.
- Students can describe a range of career and education pathways.
- Students can name and describe six different types of education: apprenticeships, advanced degrees, certificates, and specialized career and technical training.
- Students can identify the kinds of programs and particular types of training and education that lead to different careers.

#### Preparation & Materials Needed

- Copies of the *Bachelor's Degree* worksheet
- Chalkboard/whiteboard or chart paper with markers

#### Lesson Plan

Total Time: 14-18 minutes

#### INTRODUCTION

5-7 Minutes

As you welcome students, ask them to share their thoughts on the following questions:

- What did you learn about different kinds of education?
- What is the difference between a high school diploma and a college degree?
- Do you remember any of the careers we discussed in our previous lesson?
- What colleges or universities are you interested in attending?

Ask students if they are looking like a professional. Discuss the launch lesson register.

#### ACTIVITY

8-10 Minutes

#### CONCLUSION

1-2 Minutes

### Bachelor's Degree Checklist

Team Members: \_\_\_\_\_

#### Occupation

- Physical Therapist
- Air Traffic Controller
- Dentist
- Heart Surgeon
- Police Officer
- Architect
- Chemical Engineer
- Advertising and Marketing Manager
- Vet Tech
- Registered Nurse
- Geologist
- Elementary Teacher
- Lawyer
- Firefighter
- Chief Executive

| Occupation                           | Requires Less Than a Bachelor's Degree | Requires a Bachelor's Degree or Higher |
|--------------------------------------|--|--|
| 1. Physical Therapist                |  | X                                      |
| 2. Air Traffic Controller            | X                                      |  |
| 3. Dentist                           |  | X                                      |
| 4. Heart Surgeon                     |  | X                                      |
| 5. Police Officer                    | X                                      |  |
| 6. Architect                         |  | X                                      |
| 7. Chemical Engineer                 |  | X                                      |
| 8. Advertising and Marketing Manager | X                                      | X                                      |
| 9. Vet Tech                          | X                                      |  |
| 10. Registered Nurse                 | X                                      | X                                      |
| 11. Geologist                        |  | X                                      |
| 12. Elementary Teacher               |  | X                                      |
| 13. Lawyer                           |  | X                                      |
| 14. Firefighter                      | X                                      |  |
| 15. Chief Executive                  | X                                      | X                                      |



The Download Folder and it is all yours to use  
or not

Download folder

live look at Ctyou.org download

live look at OKCG assessment upload

Live look at OKCG Galaxy documents upload



# Follow up documents

## **I will be sending you:**

- Instructions for navigation inside ctyou.org
- Parent sample letter to be used before instruction begins.
- Sample accounts for Kindergarten and 4<sup>th</sup> grade letting you choose which support material to use and how much time will be allotted to each planet.





# CURRICULUM

@ ctYOU.org



OKLAHOMA  
CareerTech

**Pre-Kindergarten  
and  
5<sup>th</sup> Grade**



# Pre Lesson-Materials.

# 11X17 Poster

## What Is Work?



### Planet I

Investigative Planet

*The Thinkers*

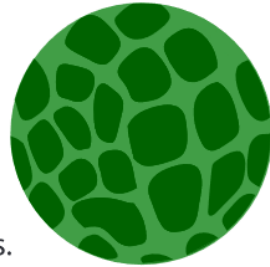
Tend to be curious, studious and independent.

### Planet R

Realistic Planet

*The Doers*

Like to work with tools, objects, machines or animals.

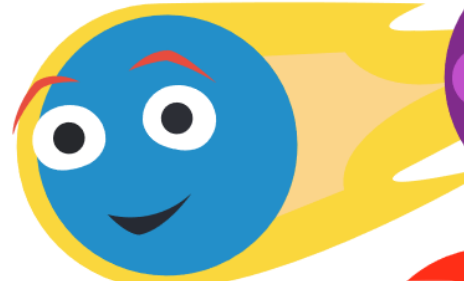


### Planet C

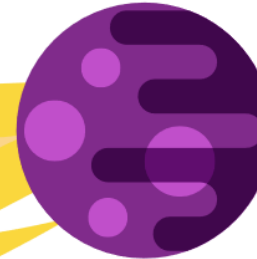
Conventional Planet

*The Organizers*

Like activities that permit organization of information or things.



Your guide is  
Traveler the Comet



### Planet A

Artistic Planet

*The Creators*

Like creative activities free from routine.

### Planet S

Social Planet

*The Helpers*

Like activities that involve informing, teaching and helping others.



### Planet E

Enterprising Planet

*The Persuaders*

Like activities that permit leading or influencing other people.



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# PowerPoint

**Planet A**  
**Real World**

*The*  
Like the tools  
machines

**Planet B**  
**Investment**

*The*  
Tend to  
and independent

**Planet C**  
**Enterprise**

*The*  
Like a  
leader

**Planet C**  
**Conventional Planet**

*The Organizers*  
Like activities that  
permit organization of  
information or things.



# Pre Lesson-Materials.

# Optional worksheet

*career***tech**



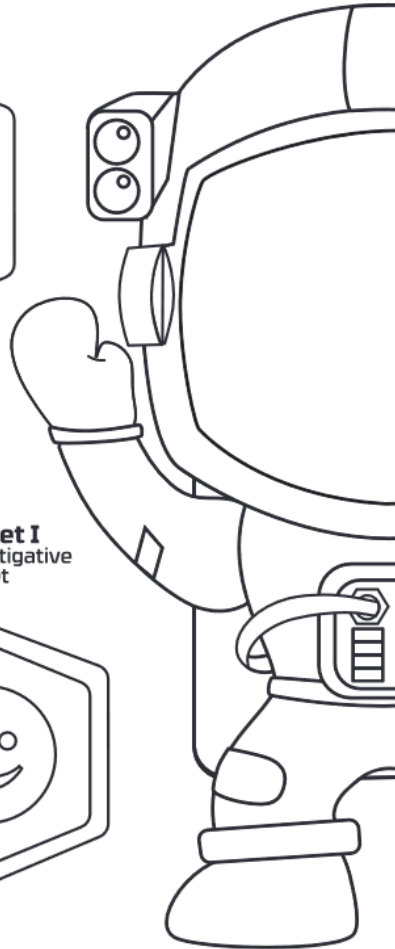
**Planet R**  
Realistic Planet



**Planet I**  
Investigative Planet



**Planet S**  
Social Planet



Name \_\_\_\_\_

**Traveler the Comet**  
(Level PK)



**The Big Question for Level PK: *What is work?***

## **The Big Adventure of Level PK**

Comet, commander of the Level PK Base Station, sends students on six virtual trips in the Galaxy of Work. Students explore the question of "What is work?" through visits to expression of the Galaxy Carnival on each of six planets. Travelers' missions are designed to help young students begin to recognize and distinguish play and work.

At this level, students learn that actions needed to reach a goal are called tasks and that several tasks together make a job. Your child will learn that jobs are also called work.

As the students learn that work is associated with tasks and goals, they will also begin to explore the six work environments

defined by John Holland. Characteristic interests and activities that students explore in sequence dominate each work environment. The carnival theme connects the experiences on each planet as different jobs are highlighted in ways that reveal work not only results in the completion of a task or accomplishment of a goal but also, like play, can be rewarding and enjoyable.

As your child learns more about the focus for each of the six planets, talk about your own job and the work done by people you know. You might consider discussing how the activities of work and play can be both similar and different – and how learning in school can help in preparation for both.

## **Student Learning Objectives for Level PK**

*After completing Level PK, students will be able to do the following:*

- Describe how completing tasks connects to achieving a goal.
- Provide a simple definition of work and what it means to work.
- List some tasks associated with a job seen in the student's community (such as a nurse or firefighter or store cashier).
- Name a work environment (as represented by one of the Galaxy planets) that has tasks the student might like.
- Provide examples of work and play.
- Recognize when people are working or playing.







# Lesson Plans

## What is Work

### PK Planet A Theme: Using Imagination and Creativity

[Galaxy]

[40 minutes]

[Date]

Content Focus

## What is Work

|  |   |  |
|--|---|--|
|  |   | <p><b>The I statement:</b> Have them talk about tasks and how they connect to a goal, using the occupation cards or slides. At the end, students will color the comet and take home the badge sheet. Send home the A planet badge sheet along with the parent suggestions for supporting their child's learning.</p> |
|  | Support, Modifications and Extensions: Support learning for all students. | Make sure the program is reading to the students.  |

### Materials and Resources—What do you need to assemble and prepare before the lesson?

Color Sheet  
Teacher Aid Pre-K Sheet  
Big Question and Learning Objectives.  
Pre-K I Statements and Questions from Planet A  
21st Century Skills Sheet  
PK Occupation Cards: Actors and Singers  
Vocabulary Sheet

### Reflection—Did the students learn the content outlined in the lesson focus? How do you know they did or did not learn?

|  |
|--|
|  |
|--|

questions.

allowing them to move to either play or work.  
Can also ask what new things can be considered work and why.  
Ask what new things can be considered play and why.





# Reading List I Want to Be a Doctor

## A Hero Lives in My Community



Kindergarten

## For Ages 2-8

Kids will get to know how a first responder helps to serve and protect the whole community. This book will help your child to understand more about the importance of helping others and the different emotions that they may feel as a son or daughter of a first responder. [View on Amazon](#)

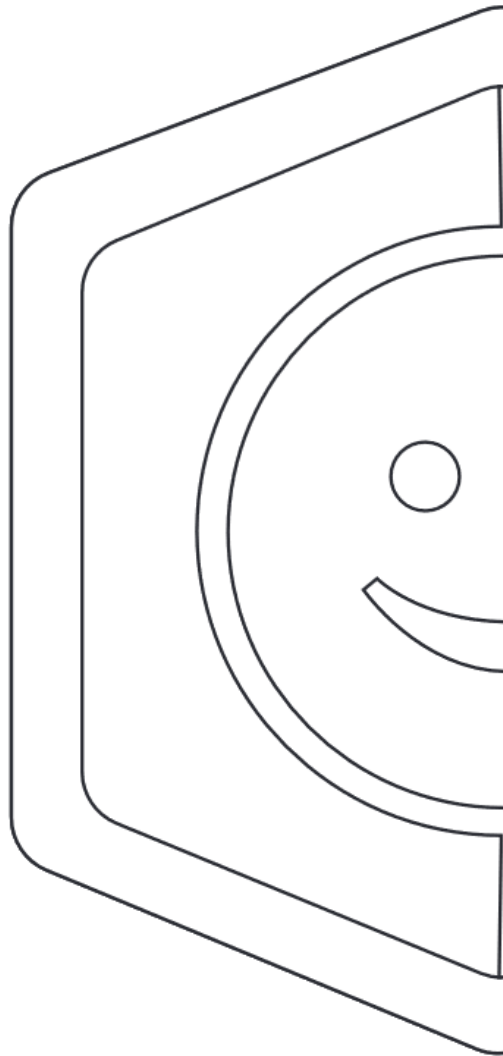


## For Ages 4-8

Does your child dream of becoming a doctor when they grow up? In the story, readers will follow one character who gets to meet all kinds of different doctors after injuring his foot. It's a perfect way for kids to explore the profession in a fun and engaging way. [View on Amazon](#)



# PreK Plane



## Planet S, The Social Planet

Here are suggestions for supporting your child's learning:

**Ask:** In what ways are we helpers to each other at home? How does your teacher help you and others at school? How does your school nurse help you and others? Are there other people in your school who help you? (Possibilities might include teacher associates, a school counselor or a playground attendant.) Who helps us in the community? (Examples to consider are neighbors, day care teachers and doctors.) How do they help us?

**Do:** Work with your child to determine how to say thank you to some of the helpers in your community. You might work together to make thank you cards or bake treats to give as a thank you for the work they do. Ask the helpers you thank about their jobs and what they enjoy most in their work.

**Read:** The picture books listed below are excellent for you to read aloud to your child. Remember to stop and ask your child questions as you read the text: What do you notice in the picture? What is this worker doing? How did the worker learn how to work? How did this worker learn how to do that job?

- Pout Pout Fish
- The Book with No Words
- Hooway for Wodney Wat
- Leo the Lightning Bug
- My Lucky Day
- The Feet in the Gym
- I Say Ooh, You Say Aah
- Mother Bruce

**Plan  
Social I**

**careertech**  
OKLAHOMA DEPARTMENT OF CAREER  
AND TECHNOLOGY EDUCATION

Galaxy is free to Oklahoma schools through  
**OKCareerGuide.org**  
Supported by Oklahoma Department of Career and Technology Education

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# Occupations Cards



## Municipal Firefighters

Control and extinguish municipal fires, protect life and property and conduct rescue efforts.

- Put out or control fires to protect life and property.
- Conduct rescue efforts from burning buildings and accident sites.
- Administer first aid and CPR to injured people.
- Search burning buildings to locate fire victims.
- Drive and operate fire fighting vehicles and equipment.
- Dress with fire-resistant clothing.
- Determine what caused a fire.
- Position and climb ladders to gain access to burning buildings.
- Assess fire, report to supervisor and follow instructions to put fires out.

### Quick Facts

**National Annual Salary Range** \$24,490-\$83,570  
**Entry-Level Education** Postsecondary non-degree award  
**Number of Jobs in 2016** 327,300  
**Expected Job Openings (2016-2026)** 24,300  
**National Outlook (2016-2026)** 7.2% increase







# Occu

## *Municipal Firefighters*

Control and extinguish municipal fires, protect life and property and conduct rescue efforts.

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**National Outlook (2016-2026)** .2% increase





# What Is Work?



**Planet I**  
**Investigative Planet**  
*The Thinkers*  
Tend to be curious, studious and independent.

**Planet A**  
**Artistic Planet**  
*The Dreamers*  
Like to use their imagination, tools, or machines.



**Planet A**  
**Artistic Planet**  
*The Dreamers*  
Like to use their imagination, tools, or machines.

**Planet C**  
**Conventional Planet**  
*The Organizers*  
Like to do things the right way, permit organization and information.

**Planet C**  
**Conventional Planet**  
*The Organizers*  
Like to do things the right way, permit organization and information.

**Planet C**  
**Conventional Planet**  
*The Organizers*  
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**Conventional Planet**  
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**Planet C**  
**Conventional Planet**  
*The Organizers*  
Like to do things the right way, permit organization and information.



## Farmers, Ranchers and Other Agricultural Managers

Plan, direct or coordinate the management or operation of farms, ranches, greenhouses, aquacultural operations, nurseries, timber tracts or other agricultural establishments. May hire, train or supervise farm workers or contract for services to carry out the day-to-day activities of the managed operation. May engage in or supervise planting, cultivating, harvesting, financial or marketing activities.

- Operate farms and ranches.
- Perform crop production duties such as tilling, planting, fertilizing and harvesting.
- Plan crop activities according to what product is being planted and weather conditions.
- Monitor crops as they grow and keep them free from disease and contaminants.
- Monitor facility constructions such as fencing, water supplies, outdoor housing and wind shelters.
- Determine types and quantities of crops or livestock to be raised.
- Select and purchase supplies and equipment.
- Promote and market farm products.

### Quick Facts

**National Annual Salary Range** \$35,360-\$135,900

**Entry-Level Education** High school diploma or equivalent

**Number of Jobs in 2016** 1,028,700

**Expected Job Openings (2016-2026)** 4,300

**National Outlook (2016-2026)** -0.8% increase

# Combined





### Pre-Kindergarten

#### R Planet Questions

1. You see people building a giant slide. They want the slide to be very safe. That is their goal. Is this work or play?
2. You see people riding on a small train. They are enjoying the ride. They have no other goal. Is this work or play?

#### I Planet Questions

1. You see someone inventing a new dance by hopping on one foot. This person is laughing and has no goal. Is this work or play?
2. You see someone inventing a new game for the carnival. The task is to create a game that can be played by exactly five people. Is this work or play?

#### A planet Questions

1. You see someone making balloon animals and balloon hats. The task is to create balloon shapes that people will enjoy. Is this work or play?
2. You see some people taking a break. They are eating snacks and pretending to be on some rides. Is this work or play?

#### S planet Questions

1. You see some people enjoying the carnival's splash zone. They are enjoying the cool water and taking turns on a slippery slide. Is this work or play?
2. You see someone guiding a group of children to the food area. The guide's goal is to make sure everyone eats lunch. Is this work or play?

## for Lesson Plan

### "I" Statements

I can give a definition of work and what it means to work.

Notes 3

I can provide examples of work and play.

Notes 3

I can describe how a task connects to a goal.

Notes 3

I can list some tasks for a job I see in my community (for example: firefighter, nurse, or store cashier).

Notes 3

I can recognize when people are working and playing.

Notes 3

I can name a Galaxy planet that has work tasks I might like.

Notes 3

## Questions and "I" Statements





# Additional support for Lesson Plan


## Oklahoma Academic Standards for Pre-Kindergarten

### Oklahoma Academic Standards for Pre-Kindergarten

If students complete all six planets for Pre-Kindergarten and the accompanying lessons, they will have covered the following Oklahoma Academic Standards.

#### English Language Arts

#### Pre-Kindergarten

1. Standart 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.
    - **Reading:** Students will develop and apply effective communication skills through speaking and active listening.
      - **PK.1.R.1** Students will actively listen and speak using agreed-upon rules with guidance and support.
      - **PK.1.R.2.** Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support.
      - **PK.1.R.3** Students will begin to engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.
      - **PK.1.R.4** Students will follow simple oral directions.
    - **Writing:** Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
      - **PK.1.W.1** Students will begin to orally describe personal interests or tell stories to classmates with guidance and support.
      - **PK.1.W.2** Students will work respectfully with others with guidance and support.
- 





# Additic

## What are 21st century

The 21st century skills are a set of abilities that for 21st Century Skills lists three types:

### Learning Skills

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

### Literacy Skills

- Information Literacy
- Media Literacy
- Technology Literacy

### Life Skills

- Flexibility
- Initiative
- Social Skills
- Productivity
- Leadership



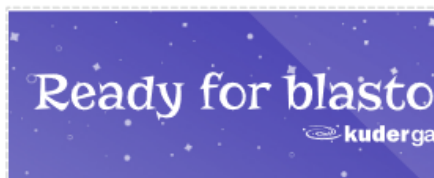


Ad

Holland

# WORK ENVIRONMENTS

From John Holland's Theory of Vocational Choice



① Go to [galaxy.kuder.com](https://galaxy.kuder.com).

② Use this email address:

③ Type in this password:



① Go to [galaxy.kuder.com](https://galaxy.kuder.com).

② Use this email address:

③ Type in this password:

## REALISTIC *The "Doers"*

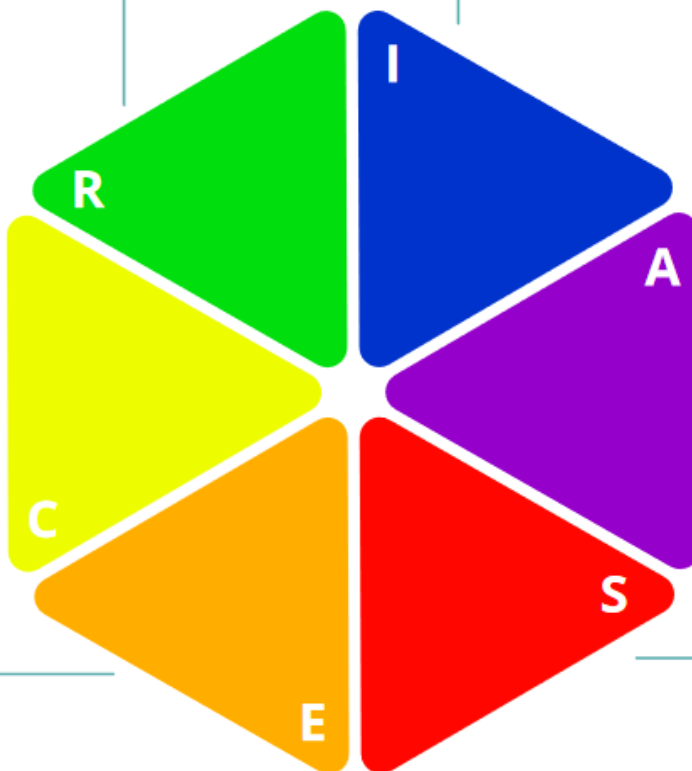
- Likes to work with tools, objects, machines, or animals.
- Develops manual, mechanical, agricultural, and/or electrical skills.
- Prefers occupations that involve building or repairing things.
- Tends to be down-to-earth and practical.
- Gains satisfaction from seeing a tangible job completed.

## CONVENTIONAL *The "Organizers"*

- Likes activities that permit organization of information or things.
- Develops organizational, clerical, and arithmetical skills.
- Prefers occupations involving record keeping, mathematical, keyboarding, or computer operation.
- Tends to be responsible, dependable, and detail-oriented.
- Gains satisfaction by organizing activities so that they function smoothly.

## ENTERPRISING *The "Persuaders"*

- Likes activities that permit leading or influencing other people.
- Develops leadership ability, persuasiveness, and other important "people" skills.
- Prefers occupations involving sale of products or management of people.
- Tends to be ambitious, outgoing, energetic, and self-confident.
- Works with people for the purpose of selling them a product or managing them.



## INVESTIGATIVE *The "Thinkers"*

- Likes activities involving the biological and physical sciences.
- Develops math and science ability.
- Prefers occupations in scientific and medical fields.
- Tends to be curious, studious, and independent.
- Likes and has the ability to develop new ways of doing things.

## ARTISTIC *The "Creators"*

- Likes creative activities free from routine.
- Develops skills in language, art, music, and drama.
- Prefers occupations using creative talents.
- Tends to be creative and free thinking.
- Tends to avoid activities that require a schedule or conformity.

## SOCIAL *The "Helpers"*

- Likes activities that involve informing, teaching, and helping others.
- Develops ability to work with people.
- Prefers jobs such as teaching, nursing, and counseling.
- Tends to be helpful and friendly.
- Gains satisfaction from helping others.





Questions thus far

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